

JOB DESCRIPTION: Assistant Headteacher – Outreach and Alternative Provision

<p>POST HOLDER: Assistant Headteacher – Outreach and Alternative Provision</p>	<p>SALARY SCALE: Leadership Scale 12-16 (Inner London)</p>
<p>LINE MANAGER: DEPUTY HEAD TEACHER</p>	

Ealing Alternative Provision (EAP) is seeking to appoint a highly effective and inspirational Assistant Headteacher: Outreach and Alternative Provision to join our senior leadership team at a pivotal stage in our development.

Job Purpose

- This is a key strategic role for an ambitious, resilient and outward-facing leader who is passionate about inclusion and improving outcomes for vulnerable young people, particularly those at risk of permanent exclusion.
- The successful candidate will provide strategic leadership for outreach, reintegration and alternative provision across EAP.
- You will lead on the ongoing development of EAP Extend, offering bespoke packages for vulnerable young people in Ealing
- Lead the development and quality assurance of onsite and offsite alternative provision pathways, including vocational provision, while strengthening partnerships with mainstream schools and external agencies across Ealing.
- Working closely with the Headteacher and Deputy Headteacher, the postholder will play a central role in ensuring that all pupils receive high-quality, appropriate and aspirational provision that supports engagement, attendance, progress, reintegration and successful onward transition.
- The role combines strategic leadership with operational oversight and direct intervention work, requiring a leader with strong pastoral, safeguarding and systems

expertise alongside a deep understanding of SEMH, trauma-informed practice, SEND and alternative provision.

The Provision

- EAP is a co-educational Alternative Provision that provides a bespoke educational offer to students aged 11-16 who have either been permanently excluded, have a diagnosed mental health condition and interim provision for students who have yet to be placed in mainstream or have an EHCP. We also provide home tuition to students aged (11-16) who have a physical medical condition which means they are unable to attend school for a period of time.
- Our vision is to deliver high-quality education within a supportive, reflective, and purposeful learning environment. We are committed to consistently meeting the unique needs of our students and their families, ensuring they feel safe, valued, and empowered to grow. Through a therapeutic approach, we aim to inspire better life choices and create clear pathways to a happy, successful future. Our intent is to build positive and trusting relationships with all stakeholders and to re-engage children successfully with their learning. Our values of Respect, Resilience and Responsibility are embedded in all aspects of the work we do providing our students with the tools they need to face the challenges of school life and life in the adult world. We place the individual at the heart of what we offer and EAP prides itself on the bespoke and targeted programmes for students.

Key Responsibilities

Strategic Leadership

- Provide strategic leadership for outreach, reintegration and alternative provision across EAP.
- Contribute significantly to whole-school leadership, school improvement planning and self-evaluation.
- Lead the development, implementation and evaluation of inclusive systems, intervention pathways and alternative provision.
- Promote high standards of achievement, attendance, behaviour and engagement for all pupils.
- Support the development of personalised curriculum pathways and inclusive educational provision.
- Line manage identified staff and contribute to staff appraisal, coaching and professional development.
- Deputise for senior leaders where appropriate.

- Promote and model EAP's core values of Responsibility, Respect and Resilience in all aspects of leadership.

Outreach and Reintegration

- Lead and develop outreach work with secondary schools to support early intervention and prevent permanent exclusions.
- Oversee the planning, coordination and quality assurance of reintegration pathways for pupils returning to mainstream or specialist provision.
- Develop tailored reintegration packages and phased transition plans.
- Work collaboratively with mainstream schools, SENCOs, pastoral teams and local authority officers to secure successful placements.
- Provide outreach support, consultation and crisis intervention where placements are at risk of breakdown.
- Monitor the impact and sustainability of reintegration placements through robust review systems.
- Ensure pupil voice is central to all planning and decision-making.
- Build strong partnerships with parents, carers and external agencies to support positive outcomes.

Alternative Provision

- Lead and develop EAP's alternative provision offer, including onsite and offsite pathways.
- Oversee the quality, safeguarding and impact of all commissioned and vocational alternative provision.
- Ensure all AP placements are appropriately matched to pupil need and support aspirational outcomes.
- Monitor attendance, progress, engagement and destinations across all alternative provision placements.
- Conduct regular quality assurance visits, reviews and audits of providers and vocational placements.
- Develop effective partnerships with alternative providers, vocational settings and external agencies.
- Ensure all alternative provision meets statutory safeguarding, health and safety and quality assurance expectations.
- Oversee intervention programmes designed to improve engagement, behaviour, attendance and readiness for reintegration or transition.
- Support effective pathways into post-16 education, employment or training.

Safeguarding and Student Welfare

- Act as a safeguarding lead within the school and work closely with the DSL and wider safeguarding team.
- Ensure safeguarding procedures are rigorously implemented across outreach, reintegration and offsite provision.
- Conduct and oversee risk assessments relating to reintegration, outreach and alternative provision.
- Lead responses to crisis situations, placement breakdowns and urgent safeguarding concerns.
- Promote trauma-informed, restorative and relational approaches across the provision.
- Ensure vulnerable pupils receive coordinated multi-agency support.

Multi-Agency Working

- Build highly effective relationships with:
 - Mainstream schools
 - Social care
 - CAMHS and health professionals
 - Youth offending services
 - SEND services
 - Alternative provision partners
 - Parents and carers
- Represent EAP at professional meetings, Fair Access Panels, reviews and strategic discussions.
- Produce high-quality reports, referrals and professional documentation.
- Maintain effective communication with all stakeholders regarding pupil progress and provision.

Teaching and Learning

- Be an outstanding classroom practitioner and role model.
- Maintain a teaching commitment in line with leadership responsibilities.
- Support high-quality teaching and learning across the provision.

- Promote adaptive teaching and inclusive practice for pupils with SEMH and SEND needs
- Support staff development through coaching, modelling and training.

Monitoring, Quality Assurance and Accountability

- Use SIMS and school data systems effectively to monitor attendance, engagement, progress and outcomes.
- Analyse data to evaluate provision effectiveness and inform strategic planning.
- Report regularly to SLT and governors regarding outcomes within the remit of the role.
- Ensure accurate, compliant and high-quality record keeping.
- Contribute to school self-evaluation and improvement planning.
- Monitor the quality and impact of alternative provision
- Oversee and quality assure any alternative education provisions, ensuring provision is safe, appropriate, and outcomes-focused

Wider Leadership Responsibilities

- Support the smooth day-to-day running of the school.
- Contribute to behaviour systems, safeguarding systems and operational leadership.
- Lead meetings, reviews and professional development relevant to the role.
- Undertake any additional duties commensurate with the post as directed by the Headteacher.

PERSON SPECIFICATION

Qualifications

Essential

- Qualified Teacher Status (QTS)
- Degree or equivalent qualification
- Proven leadership experience within a school setting
- Evidence of continued professional development
- Safeguarding training appropriate to leadership level

Desirable

- Training in trauma-informed practice, SEMH or behaviour leadership
- Experience in Alternative Provision or specialist settings
- Experience leading medical or outreach provision
- Evidence of whole-school impact in improving outcomes for vulnerable learners

Knowledge and Understanding

- Strong understanding of:
 - SEMH and trauma-informed practice
 - SEND legislation and inclusive education
 - Safeguarding and KCSIE guidance
 - Reintegration and alternative provision systems
 - Behaviour, attendance and exclusion processes
 - Vocational and alternative curriculum pathways
- Knowledge of effective intervention and inclusion strategies.

Experience

Essential

- Successful teaching experience at KS3 and KS4
- Experience working within a PRU, AP, special school or inclusive setting
- Experience supporting vulnerable pupils with SEMH and SEND needs

- Experience leading inclusion, reintegration or alternative provision pathways
- Experience working collaboratively with mainstream schools and external agencies
- Experience leading teams and managing staff
- Experience of safeguarding and risk management

Desirable

- Experience at middle or senior leadership level
- Experience presenting at Fair Access Panels or multi-agency meetings
- Experience developing outreach programmes and vocational pathways

Skills and Personal Qualities

- Outstanding interpersonal and communication skills
- Ability to build positive relationships with hard-to-reach pupils and families
- Strong organisational and leadership skills
- Ability to remain calm under pressure
- Strategic thinker with excellent problem-solving skills
- Commitment to inclusion and improving outcomes for vulnerable young people
- Flexible, resilient and solution-focused
- High levels of emotional intelligence and professional integrity
- Ability to work collaboratively and inspire confidence across a range of stakeholders